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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 4 level with suggestions for introducing career education into the curriculum. The guide is divided into 25 units: health (seven units); language arts (two units); mathematics (one unit); science (seven units); and social studies (eight units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

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CAREER MOTIVATION

GRADE 4

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OCT 16 1975

AKRON PUBLIC SCHOOLS

Akron, Ohio

CONRAD C. OTT

Superintendent

CAREER MOTIVATION PROGRAM

GRADE 4

AKRON PUBLIC SCHOOLS
1972

Prepared By
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FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Fifth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor Geiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

> *To motivate students to want to become a part of the World of Work.*
>
> *To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.*

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity, that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation Program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt with in the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values, and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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GRADE 4 -- HEALTH

CAREER MOTIVATION GRADE 4 HEALTH

CHOOSING HABITS WISELY

OBJECTIVES:

1. To develop an awareness of how good habits are beneficial.
2. To develop an awareness that habits are formed subconsciously.

CONCEPTS:

1. Some habits help us and some do not help us.
2. Good manners help us to get along well with others.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Role play showing good manners.	
2. Determine how to apply for a job. Give skits demonstrating skills learned.	
3. Make posters showing proper dress for various occasions. Stress how appearance helps determine what others think of you. Relate this to jobs and job applications.	Paper, paint or crayons, rulers, etc.

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REFERENCES AND MATERIALS

Paper, paint or crayons, rulers, etc.

GOAL STATEMENTS

1. Children learn and use good manners.
2. Children can exhibit good habits and skills.
3. Children will know what kinds of clothes to choose for various occasions.

CAREER MOTIVATION GRADE 4 HEALTH

HOW YOUR BODY GROWS

OBJECTIVES:

1. To develop an awareness that through work people satisfy physical needs such as food, clothing, shelter, and psychological needs.

2. To develop an awareness that individual differences influence work.

CONCEPTS:

1. Many factors influence human growth.

2. Body cells are changed by a person's feelings.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Interview a pathologist or invite one to class.	
2. Grow cultures and examine them under a microscope.	Microscope, petri dishes

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2. Chil chan rela cell

HOW YOUR BODY GROWS

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REFERENCES AND MATERIALS

Microscope, petri dishes

GOAL STATEMENTS

1. Children can describe the type of work done by a pathologist.
2. Children can describe the changes in culture growth and relate the changes to body cells.

OBJECTIVES:

1. To develop an awareness that as jobs change, so do safety procedures.
2. To develop an awareness of the relationship between school and work.

CONCEPTS:

1. Every job needs and uses various safety measures.
2. There are elementary safety concepts for work and school.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Make a mural showing safety jobs. (fire, police, ambulance drivers, etc.) Make another mural showing safety in industry.	Paper, crayons, or paint, scissors, colored paper, paste	1. Chil twee on a
2. Have children role play safety procedures in doing various jobs around the house and school.		2. Chil safe task
3. Hold a mock court. List safety rules. The children can turn in written reports of infractions. Discuss duties of judge, jury, etc. Discuss honesty, fairness, etc.		3. Chil stan on a
4. Have each child interview his parents to learn about safety on their jobs and in the home. In class, formulate questions to ask in the interview. Discuss the results.		4. Chil cedu thei
5. Make posters showing rules of safety for various jobs.	Paper, crayons, scissors, glue, colored paper, paint	5. Chil safe situ

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REFERENCES AND MATERIALS	GOAL STATEMENTS
Paper, crayons, or paint, scissors, colored paper, paste	1. Children can differentiate between safety jobs and safety on all jobs.
	2. Children will learn to perform safely various home and school tasks.
	3. Children will learn to understand safety and its effects on all people and activities.
	4. Children can list safety procedures used by parents in their work and play.
Paper, crayons, scissors, glue, colored paper, paint	5. Children can recognize good safety habits in various situations.

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CAREER MOTIVATION GRADE 4 HEALTH

SENSE ORGANS

OBJECTIVES:

1. To develop an awareness of the variety of medical specialties necessary to care for the sense organs.
2. To develop an awareness of how to safely care for our sense organs.
3. To develop an awareness of the influence the sense organs have over the type of work a person can do.

CONCEPTS:

1. Proper care of the sense organs is responsible for a large number of different types of employment.
2. Proper care must be taken of the sense organs.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Investigate the formation of finger markings and fingerprints. Investigate the F.B.I. and the use of fingerprints. Have the children take a set of each other's fingerprints and compare them using a hand lens.	Ink, pen, paper	1. Chil prin for
2. Study the work of a dermatologist and a druggist and how they work with the sense organs.	Encyclopedia	2. Chil of p thei
3. Study the workings of the eye and ear and ways to care for and protect them. Discuss the people who care for them. (Doctors, lens grinders, frame makers, hearing aid makers and repairmen, etc.)	Model of eye and ear	3. Chil who orga
4. Invite representatives of the people studied in activity 3 to speak to the class.		4. Chil tuni orga

I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ation of finger- the F.B.I. erprints. ke a set erprints ng a hand	Ink, pen, paper	1. Children can relate how fingerprints can be used as a basis for identification.
dermatologist ow they work s.	Encyclopedia	2. Children can list three ways of protecting and caring for their sense organs.
f the eye care for iscuss the them. ers, frame makers and	Model of eye and ear	3. Children can discuss the people who help us care for our sense organs.
es of the tivity 3 .		4. Children can list work opportunities related to the sense organs.

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CAREER MOTIVATION GRADE 4 HEALTH

TEAMWORK OF MUSCLES

OBJECTIVES:

1. To develop an appreciation of how muscles and body organs work together.
2. To develop an awareness of the importance of using teamwork to become contributors to the environment.

CONCEPTS:

1. Body organs and muscles, working together, keep us healthy and enable us to work effectively.
2. Teamwork is a necessary part of most jobs.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Investigate the manufacturing of models of eyes, ears, skeleton, etc. Discuss development from raw product to finished product. Have the children construct a flow chart to show the process.	Paper, ink, paint, crayons	1. Ch an do
2. Discuss the concept that bones and muscles must work together for a healthy person in the same way that people must work together on the job.		2. Ch is
3. Investigate and report on doctors. (Osteopath, obstetrician, orthopedic, surgeon, general surgeon, pediatrician, chiropodist, cardiologist, urologist, etc.) Report the type of work done and training required.	Encyclopedia	3. Ch ty he
4. Draw pictures and discuss people whose occupation requires them to keep their muscles in top shape.	Paper, crayons, or paint	4. Ch sh ho

TEAMWORK OF MUSCLES

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
facturing ars, skeleton, pment from hed product. nstruct a he process.	Paper, ink, paint, crayons	1. Children can relate workers and types of work that aid doctors.
that bones k together in the same work together		2. Children can tell how teamwork is necessary in most jobs.
rt on doctors. cian, ortho- ral surgeon, odist, ist, etc.) ork done d.	Encyclopedia	3. Children can list at least six types of work that keep people healthy.
scuss people uires them s in top	Paper, crayons, or paint	4. Children can relate why muscles should be kept in top shape and how to accomplish this.

CAREER MOTIVATION GRADE [redacted] HEALTH

YOU AND OTHERS

OBJECTIVES:

1. To develop an awareness that work is man's way of creating, preserving, changing, or rebuilding his environment.
2. To develop an awareness of the importance of working together cooperatively to become contributors to the environment.

CONCEPTS:

1. Individuals work to meet personal, physical, and social needs.
2. People must cooperate if work is to proceed smoothly.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Invite a physical education teacher and/or coach to speak.	Films: Values #1695 "Being Friends" Values #1696 "Playing Fair" #557 "Helping Johnny Remember"	1. Ch sp lo
2. Discuss the job of a guidance counselor and ascertain the background and training required.		2. Ch is to
3. Discuss good and bad traits that concern working together. Have the children role play good examples of working together.	Filmstrips: "Learning To Live Together" "Working Together as a Family" "Learning to use Money Wisely" "Learning to be Forgiving" "Learning to be Unselfish"	3. Gi as ab pr in an
4. Have puppet shows in which disagreement occurs under various circumstances - stop in mid-action - discuss alternatives - then have players pick one alternative and complete the show.	Puppets	4. Gi wh ch al ad
5. Make posters of traits needed in getting along with others.	Card stock, paper, crayons, paints	5. Ch ho

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REFERENCES AND MATERIALS

Films: Values #1695 "Being Friends"
Values #1696 "Playing Fair"
#557 "Helping Johnny Remember"

Filmstrips: "Learning To Live Together"
"Working Together as a Family"
"Learning to use Money Wisely"
"Learning to be Forgiving"
"Learning to be Unselfish"

Puppets

Card stock, paper, crayons, paints

GOAL STATEMENTS

1. Children can exhibit good sportsmanship in winning and losing situations.
2. Children learn much training is needed to enable a person to guide others successfully.
3. Given a specific group project assignment, each child will be able to participate in the project and be better able to understand himself, his peers, and adults around him.
4. Given a classroom situation in which disagreement occurs, children will be able to list alternative solutions and the advantages of each.
5. Children will be able to explain how to be valuable workers.

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CAREER MOTIVATION GRADE 4 HEALTH

YOU DEPEND ON FOOD

OBJECTIVES:

1. To develop skill in choosing foods that promote and maintain good health.

CONCEPTS:

1. All people need proper foods to work and play efficiently.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Invite a dietician to speak or have a student interview one about proper diet. Follow with discussion of the four food groups.		1. Given child foods plete
2. Visit a restaurant kitchen. Learn about meal planning and preparation.		2. Child for p clean
3. Study newspaper ads from grocery stores and compare prices.	Newspaper ads	3. Given child ident on th
4. Plant some seeds in pans of soil in the classroom. Discuss the growth, care, and use of the mature plants.	Seeds, pans, soil	4. Given child which

YOU DEPEND ON FOOD

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REFERENCES AND MATERIALS

Newspaper ads

Seeds, pans, soil

GOAL STATEMENTS

1. Given a list of food items, children will be able to list foods needed for three complete meals.

2. Children understand the need for proper preparation and cleanliness.

3. Given items of food on a list, children will be able to identify the cost of the food on the list.

4. Given a list of food items, children can identify those which can be grown at home.

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GRADE 4 — LANGUAGE ARTS

CAREER MOTIVATION GRADE 4 LANGUAGE ARTS

OBJECTIVES:

1. To develop skills in critical reading.
2. To develop the skills necessary for good oral and written communication in the World of Work.

CONCEPTS:

1. Effective communication helps people cooperate and work well together.
2. School helps a person prepare for his future in the World of Work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Develop a chart of the ways education helps a person prepare for the future. The place of Language Arts in the preparation will want to be specifically noted.	Paper, pens	1. Chil prep of W
2. The child may visit several businesses to observe the use of good oral and written communication.		2. Chil oral is e Work
3. Have the students write thank you notes for all speakers and trips.	Paper, pens or pencils	3. Chil is e worl
4. Have the students compose letters requesting information or material about various occupations.	Paper, pens or pencils, envelopes	4. Chil busi info
5. Have the students compose poems and stories based on various occupations.	Paper, pens or pencils	5. Chil abil atio
6. Have the students dramatize various job situations and interviews.		6. Chil fect
7. Use panel discussions or debates to evaluate jobs, opportunities, etc.		7. Chil toge a go
8. Visit a library and study the information available in the area of career awareness.		8. Chil fect mate

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
he ways rson re. The ts in the t to be	Paper, pens	1. Children can list how school prepares them for the World of Work.
veral the use tten		2. Children understand that good oral and written communication is essential in the World of Work.
te thank eakers	Paper, pens or pencils	3. Children learn that courtesy is a basic part of the work world.
pose letters on or material tions.	Paper, pens or pencils, envelopes	4. Children can compose a brief business letter to request information.
pose poems various	Paper, pens or pencils	5. Children can use their creative abilities in real-life situations.
matize s and		6. Children will be able to effectively use oral communication.
or de- s,		7. Children will be able to bring together information to form a good report.
tudy the in the ess.		8. Children will be able to effectively use library resource materials.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
9. Stress communication skills used in interviews, then have the children utilize these skills in actual interviews.		9. Ch goo que ter
10. Have the children write poems of their own about jobs, etc. Illustrate some of the poems and discuss them.	Paper, pens, crayons	10. Th of

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te poems
bs, etc.
e poems

REFERENCES AND MATERIALS

Paper, pens, crayons

GOAL STATEMENTS

9. Children will be able to form good comprehensive interview questions and conduct an interview.

10. The child can use his knowledge of work in a creative manner.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
READING - KALEIDOSCOPE	
1. "Billy's Bicycle" Investigate the manufacturing of bicycles and their distribution.	
2. "Good Green Bus" Bus drivers and their work could be portrayed in art work. Have a child interview a bus driver to ascertain his qualifications and the requirements for the job.	Paper, crayons, paint
3. "Wheels" Investigate how wheels make possible jobs in industry. Make a time line to show how wheels have changed jobs over the years.	Paper, crayons, encyclopedia
4. "The Olympic Games" Make posters of athletes in action. Use film - "The Olympic Games". Investigate the job opportunities in the sports areas and have children report on them.	Paper, paint and crayons Akron Public Library
5. "The Hidden Door" Have a detective speak to the class explaining his work.	

LANGUAGE ARTS - READING

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REFERENCES AND MATERIALS	GOAL STATEMENTS
	1. Children understand it takes many workers to make a bicycle.
Paper, crayons, paint	2. Children understand a bus driver needs training for his job.
Paper, crayons, encyclopedia	3. Children can list how changes in machinery eventually change jobs.
Paper, paint and crayons Akron Public Library	4. Children will understand that in recreational areas jobs are necessary and important.
	5. Children can list five different types of work a detective does.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
6. "Henry and the Night Crawlers" Describe worm collecting as a job, then discuss people who raise various insects, etc., for pest control. Collect ads from magazines for this type of business. Describe responsibility and other characteristics for employment.	Magazines, perhaps farm journals, gardening or horticulture	6.
7. "The Sea Turtle" "The Turtle Net" Make posters or pictures of the various sea creatures and their uses by man. Investigate related areas - trap making, net construction, etc.	Paper, ink, crayons, paint	7.
8. "A Trainload of Soldiers" Make posters showing how the work of soldiers aids and protects citizens.	Paper and crayons	8.
9. "Scrapers of the Sky" "Building a Skyscraper" Dress pipe cleaner dolls for the various types of workers needed to build a skyscraper. List their duties and the training needed. Make a display.	Pipe cleaners, material and paper	9.

ACH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ght Crawlers" llecting as a people who cts, etc., Collect ads r this type cribe re- other or employ-	Magazines, perhaps farm journals, gardening or horticulture	6. Children recognize a new type of employment to aid agricultural workers.
ictures of reatures and . Investigate rap making, etc.	Paper, ink, crayons, paint	7. Students can list five ways man works on or near the sea.
oldiers" ing how the aids and .	Paper and crayons	8. Children can list the ways soldiers protect the citizens of a country.
Sky" craper" r dolls for of workers skyscraper. and the Make a	Pipe cleaners, material and paper	9. Children can list three different types of construction workers and some of their duties.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
10.	"The Horse Who Had His Picture in the Paper" Investigate and depict in a picture roll the movement of a photograph as it travels from the camera to the paper, showing all the people who work with it.	Roll of paper and crayons	10. Chi wor new
11.	"Those Amazing Atoms" Describe how atoms aid people and create work, then draw pictures to illustrate some of these.	Paper and crayons	11. Chi ato wor
12.	"Taking Away and Putting Into" Investigate the plight of the migrant workers. Describe their lives, work, and treatment.	Encyclopedia and magazines	12. Chi inv mig
13.	"A New Baby At the Zoo" Investigate a veterinarian, have one or two children research this area, then report to the class.		13. Chi thi ger vet
14.	"Samuel Morse's Magic Messages" "The Talking Wire" Make a chart showing how communications have changed since early days.	Paper and ink and crayons	14. Chi mur bro wor
15.	"The Train That Never Came Back" Have children give reports on how railroading and station work has changed over the years.	Magazines, newspaper	15. Chi pro

41 42

ID	REFERENCES AND MATERIALS	GOAL STATEMENTS
Picture	Roll of paper and crayons	10. Children understand that many workers are needed to bring newspapers to the public.
in a ent of vels paper, who		
people draw some	Paper and crayons	11. Children can list the ways atoms aid people and create work.
ng Into" of the ribe their ment.	Encyclopedia and magazines	12. Children can list the problems involved in the lives of migrant workers.
" rian, have search this the class.		13. Children can list at least three similarities between a general physician and a veterinarian.
Messages"	Paper and ink and crayons	14. Children can list how communications advancements have brought advancements in the world of work.
ow com- ged since		
Came Back" ports on tation work years.	Magazines, newspaper	15. Children can list the ways progress changes jobs.
41		42

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
16.	"A Car Called Chitty-Chitty Bang-Bang" Investigate various automobile repairmen, such as mechanical, framework, interior, radio, etc. Investigate junk yards. Perhaps a parent or older brother could speak on the work involved in renovating an old automobile.	Speaker	16.
17.	"Tornadoes and Hurricanes: Nature's Whirling Winds" a. Visit a weather reporting station and see how storms are spotted, charted, and how the public is warned. b. Investigate the advances made in the science of weather control.		17.
18.	"My Song-Yankee Doodle" Compare through pictures how the same job is done in various countries. Discuss the advantages of people from other countries exchanging ideas and working together.	Paper, crayons, paints, etc.	18.

...CH AND ...IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
...ty-Chitty	Speaker	16. Children will learn about the roles the auto repairmen play in our society.
...s automobile ... mechanical, ...r, radio, etc. ...ards. Perhaps ...brother could ...involved in ...automobile.		
...ricanes: ...Winds" ...r reporting ...e how storms ...harted, and ... is warned.		17. Children understand that a meterologist uses instruments and is able to investigate and predict weather.
...e advances ...ience of ...l.		
...odle" ...ctures how ...he in various ...s the ad- ... from other ...ng ideas and	Paper, crayons, paints, etc.	18. Children will learn to appreciate the contribution of various ethnic and racial groups to the well-being of all workers.

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GRADE 4 — MATHEMATICS

CAREER MOTIVATION GRADE 4 MATHEMATICS

BASIC MATHEMATICS

OBJECTIVES:

1. To develop an awareness that math is an essential part of vocational and recreational activities.
2. To develop an awareness of the necessity of learning basic mathematics for use in life and the World of Work.

CONCEPTS:

1. Basic estimating is an aid in work and leisure.
2. Handling money accurately is an essential skill.
3. Many jobs are related to mathematics.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Ask the students to imagine our world without numbers. Ask: a. How could we tell how far it is to another city? b. How could we tell time?	
2. Have each child interview a person (parent or friend) to discover how much math is used in his work. Compile the results and construct a graph to show the findings.	Paper, crayons
3. Examine: Dictionary of Occupational Titles to discover jobs directly related to math. Construct a bulletin board around the theme "Occupations Related to Math".	Dictionary of Occupational Titles
4. Have the children investigate how math is used at home. (kitchen, basement, etc.)	
5. By committee, investigate the use of math in sports.	
6. Display the grocery ads from three different stores. Give the pupils a list of items for purchase. Have them determine in which store they should shop for the best bargains.	Grocery ads, lists of items, paper, pencils

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ACH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
o imagine our ers. Ask: ell how far er city?		1. Children can list how math and life are interrelated.
ell time?		
nterview a friend) to math is used pile the ruct a graph ngs.	Paper, crayons	2. Children recognize that math is not used equally in all jobs and occupations.
ry of es to discover ated to math. tin board "Occupations	Dictionary of Occupational Titles	3. Children can list at least ten occupations related to math.
investigate at home. t, etc.)		4. Children can list the ways math is frequently used at home.
estigate the orts.		5. Children can list the ways math is used in sports.
ry ads from tores. Give of items for hem determine ey should shop gains.	Grocery ads, lists of items, paper, pencils	6. Children can take information and identify alternatives.

47 48

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7. Have the children role play, buying, selling, and counting money.	Play money	7. Chil tran
8. Construct a bulletin board around the theme "Money in the World of Work".	Construction paper, crayons, paste, scissors, etc.	8. Chil leas in t
9. Role play. Have the children act out situations where estimation is necessary. a. In a store - which is cheaper 1 large or 2 small? b. How much of the wall is left to paint?		9. Chil is a util nece
10. Have the children estimate the size of various items and measure them. Describe the need for accurate measurement in such areas as construction, sewing, food preparation, etc.	Yard sticks, tape measures, rulers	10. Chil by m
11. Bring in some recipes. Practice halving, doubling, etc. Pick one recipe and make it in class, using measuring skills.	Various recipes, dry and liquid measures	11. Give doub the
12. Have a box filled with papers on which are written occupations or workers. The child draws a slip and then he must tell how math is used by the person or the occupation listed.	Box, paper	12. Give and late the

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
play, counting	Play money	7. Children can accurately make transactions using money.
board y in the	Construction paper, crayons, paste, scissors, etc.	8. Children can tell or write at least ten ways money is used in the World of Work.
children re y. is 2		9. Children recognize that math is a mental process and the utilization of this process is necessary on many jobs.
ll is		
imate the and e the surement truction, ion,	Yard sticks, tape measures, rulers	10. Children can estimate and check by measuring accurately.
Practice c. Pick t in class, s.	Various recipes, dry and liquid measures	11. Given a recipe, children can double or half it and measure the ingredients accurately.
n papers on upations or raw a slip how math is the	Box, paper	12. Given a list of occupations and workers, children can relate the importance of math to the listed occupation.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
13. Use the film "Donald in Math Magic Land". Discuss uses of math as seen in music, art, games, nature, recreation, etc.	Film: #1043 "Donald in Math Magic Land"	13.
14. Use the film "How Man Learned to Count". Discuss how man has developed more efficient ways of doing things.	Film: #298 "How Man Learned to Count"	14.
15. Take a field trip to observe how math is really used. Visit a bank, store, factory, bakery, etc.		15.
16. Have various parents come in and speak to the class on how they use math.	Speakers and prepared questions	16.
17. Interview a computer programmer or invite one as a speaker. Investigate how a computer works.		17.
18. Discuss how artists, photographers, and architects, use math in their work. Bring in symmetry, measuring, money, etc.		18.
19. Use facsimiles of rectangular bricks in an art lesson to create various geometric designs and discuss how they vary. Also discuss whether or not rectangular bricks would be practical to use. (time, difficulty to construct, durability, etc.)	Paper, crayons or paint, rulers	19.

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y vary. Also
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uld be practical
ficulty to con-
, etc.)

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REFERENCES AND MATERIALS

Film: #1043 "Donald in Math Magic Land"

Film: #298 "How Man Learned to Count"

Speakers and prepared questions

Paper, crayons or paint, rulers

GOAL STATEMENTS

13. Given an activity, children can relate whether or not math is a part of it and how.

14. Children can list how math has been used in developing more efficient ways of doing things.

15. Children can list twenty uses of math observed on a trip.

16. Children can ask intelligent questions about work and math.

17. Children understand that the computer programmer must use math to efficiently utilize the computer.

18. Children recognize math can be seen in the beauty of symmetry as well as in the use of money, time, measuring, etc.

19. Children can utilize geometric concepts as part of architectural design.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
21. Utilize catalogues and wallpaper books to discuss the geometric figures and symmetry in wall coverings. Have the children design some for themselves. Estimate how much would be needed to paper a room and the cost involved.	Catalogues, wallpaper books, paper, paint, crayons	21. C p f a
22. Have the school treasurer or the cafeteria worker who sells lunch tickets speak to the class. Discuss the need for accuracy in balancing accounts.		22. C t a
23. Collect examples of various kinds of graphs, (weather, pie graphs, etc.) Discuss uses and advantages of different types of graphs. Discuss the use of graphs in occupations.	Graphs	23. C o s

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
nd wall- ss the d symmetry Have the for them- w much would room and	Catalogues, wallpaper books, paper, paint, crayons	21. Children can apply geometric principles to design and figure costs, size, etc. accurately.
surer or who sells to the class. accuracy in		22. Children can distinguish between a need for accuracy and a need for estimating.
various kinds pie graphs, and advantages f graphs. raphs in	Graphs	23. Children can list what types of information can best be shown by various graphs.

GRADE 4 — SCIENCE

CAREER MOTIVATION · GRADE 4 · SCIENCE

AVIATION

OBJECTIVES:

1. To develop an awareness of the importance of working together to achieve objectives.
2. To develop the basic concepts and function of aerodynamics as related to airplane fligh

CONCEPTS:

1. Advances in science change work.
2. Observation of people at work improve knowledge of careers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Individual students may construct model airplanes.	Purchased model airplane kits or construction paper, glue, scissors, crayons, staples	1. Chil pla [illegible]
2. Invite archetectural model builders from industry as speakers.		2. Chil hob
3. Visit an airport.		3. Chil nec por int
4. Use aviation people as speakers.		4. Chil job ava
5. Role play a conversation between pilot and control tower.		5. Chil mus
6. Discuss various flight industry jobs. Construct a mural of an airport showing associated jobs.		6. Chil den
7. Compare the training for pilots and astronauts. Discuss problems involved in each job.		7. Chil nec var
8. Play a game in which each child spins the wheel and arrow. He is then given points for every true statement he can make showing how the two workers indicated by the arrow are interdependent. Workers, (navigator, air traffic controller, radio operator, ground radio operator,	Large oak tag wheel, small oak tag wheel, pointer, paper fastener	8. Chil dep

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navigator,
, radio
operator,

REFERENCES AND MATERIALS

Purchased model airplane kits or construction paper, glue, scissors, crayons, staples

Large oak tag wheel, small oak tag wheel, pointer, paper fastener

GOAL STATEMENTS

1. Children understand that airplane construction involves a variety of skills.
2. Children recognize that a hobby can become a vocation.
3. Children can list the workers necessary to operate an airport and can show their interdependence.
4. Children understand that many jobs for men and women are available in aviation.
5. Children learn that each person must be proficient in his job.
6. Children learn how interdependent airport workers are.
7. Children recognize that the necessary training differs for various types of work.
8. Children can explain the interdependence of airport workers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
receptionist, typist, purser, airline stewardess).	
9. Have a flight instructor speak to the class. Take a trip to a flight training school.	9. C t c

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
t, purser, .		
uctor speak a trip to chool.		9. Children recognize that much training is necessary to become a pilot.

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CAREER MOTIVATION GRADE 4 SCIENCE

ENERGY, ELECTRICITY AND MACHINES

OBJECTIVES:

1. To develop an awareness that machines are used in almost everything we do.
2. To develop an awareness of interaction and interdependence among individuals at work in their environment.

CONCEPTS:

1. The role of community service workers contributes to the society.
2. Advances in science change work.
3. There is a wide variety of jobs due to scientific technology.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Visit a construction site to see simple and complex machines in operation.	
2. Show the filmstrip, "The Electrician."	Filmstrip: "The Electrician" Akron, Board of Education
3. Visit an electric company.	
4. Ask the electric company to send out a service truck and personnel to discuss their duties and equipment.	
5. Interview an electrician to determine how his training is acquired.	
6. Investigate the problems and duties of an electrical contractor.	
7. Have each child interview his parents to determine what tools they use at work or at home.	
8. Develop a chart of jobs and their related tools.	

I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
site to lex machines		1. Children can list which of the seven simple machines are contained in the complex machines.
"The	Filmstrip: "The Electrician" Akron, Board of Education	2. Children can list the ways we use electricity everyday.
mpany.		3. Children realize many workers are needed to make a company run smoothly.
pany to send and personnel ies and		4. Children recognize trouble shooters and service men need special skills.
cian to aining is		5. Children recognize special training is needed to become an electrician.
lems and cal con-		6. Children can list problems and duties of electrical contractor.
rview his what tools at home.		7. Children recognize their parents use some type of tools in their work.
obs and		8. Children can list specific tools required for certain jobs.

CAREER MOTIVATION GRADE 4 SCIENCE

LIFE: HUMAN BODY

OBJECTIVES:

1. To develop an awareness of the many people that work together to keep us healthy.
2. To appreciate the role of community service workers as contributors to society.

CONCEPTS:

1. In health areas, there are many specialized jobs.
2. Specialization leads to interdependency.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Invite a doctor to speak. Discuss different specialties and the training required for each type of doctor. Discuss allied medical personnel.		1. Chi opp med
2. Discuss the heartbeat and how it relates to age. Discuss cardiac health and its relation to individual work capacity.		2. Chi hea the do.
3. Have students do reports on scientists who have made great contributions to the field of medicine. Have the students portray a character in an interview situation.		3. Chi rea var
4. Visit the Morley Health Center.		4. Chi age cit
5. Make a diagram of various medical related workers, (doctor, oculist, dentist, podiatrist, optometrist, nurse, etc.)	Box, paper, crayons, paste	5. Chi med
6. Have the children tape interviews with different health workers.		6. Chi of

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
speak. pecialties quired for . Discuss onnel.		1. Children can list many job opportunities in the field of medicine.
at and how Discuss its relation capacity.		2. Children can state how the health of the heart affects the type of work a person can do.
ports on made great e field of students in an .		3. Children can list scientists responsible for medical advances.
alth Center.		4. Children can list the many agencies necessary to keep a city healthy.
arious medical octor, oculist, , optometrist,	Box, paper, crayons, paste	5. Children can list the various medical specialists available.
ape interviews th workers.		6. Children recognize the role of various health workers.

CAREER MOTIVATION GRADE 4 SCIENCE

LIFE: MICRO-ORGANISMS

OBJECTIVES:

1. To develop some basic relating concepts of micro-organisms.
2. To develop an awareness that technological change brings work changes.

CONCEPTS:

1. Microscopes are an essential part of man's knowledge of micro-organisms.
2. There are many jobs associated with health.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Discuss how scientists have used micro-organisms to aid and improve our lives, (biologist, doctor, chemist, etc.)	
2. Report on the microscope, its development and use.	Microscope, various items to examine
3. Investigate the duties of laboratory technicians.	
4. Visit a biology lab to determine the duties of a biologist.	
5. Invite a biologist as a speaker.	
6. Write reports on the role of a bacteriologist and his contribution to society.	
7. Visit a hospital lab - find out why the lab technician is vital to the services the hospital provides.	
8. Visit a reservoir or water treatment plant.	

LIFE: MICRO-ORGANISMS

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REFERENCES AND MATERIALS

Microscope, various items to examine

GOAL STATEMENTS

1. Children understand that micro-organisms help keep people healthy.
2. Children know microscopes are essential in the study of micro-organisms.
3. Children can list the duties of laboratory technicians.
4. Children can list the duties of a biologist.
5. Children understand the duties and the specific training of a biologist.
6. Children can list how bacteriologists help keep us healthy.
7. Children can explain how the services of lab technicians contribute to the smooth operation of a hospital.
8. Children recognize how our water is protected through the control of micro-organisms.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
9. Have the pupils role play, water testers, lab technicians, etc.		9.
10. Have the children examine various samples under a microscope. Describe the uses of a microscope and the utilization of findings.	Microscope, tap water, pond water, hair, finger nail clippings, etc.	10.

ROACH AND ITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
role play, ab technicians,		9. Students understand the descriptive characteristics of the jobs.
n examine various microscope. s of a microscope ion of findings.	Microscope, tap water, pond water, hair, finger nail clippings, etc.	10. The children will know how to use a microscope and know why it is useful.

CAREER MOTIVATION GRADE 4 SCIENCE

THE EARTH

OBJECTIVES:

1. To develop an awareness of the division of labor.
2. To develop an awareness of the wide variety of occupations in which individual talents be utilized effectively.

CONCEPTS:

1. Many jobs are available because of scientific technology.
2. Supply and demand influence the kinds of occupations found in a community.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Have a person who collects and polishes rocks for commercial purposes speak to the class.	1.
2. Discuss how the environment affects the type of activities that groups of people do in certain geographical areas.	2.
3. Discuss oil, how it is formed, how it is found, and how it is made usable.	3.
4. Discuss seismographs and their usage.	4.
5. Bring in coal and examine it. Discuss its formation, mining, and usage.	5.
6. Study the work of a geologist. Discuss how minerals create jobs.	6.
7. Have a geologist speak to the class.	7.
8. Invite a jeweler to speak or arrange an interview.	8.
9. Visit Diamond Crystal Salt Company or P.P.G. Limestone. Investigate the quarry and mine occupations.	9.

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children understand that occupations have many dimensions.

2. Children recognize that environment affects occupations available.

3. Children recognize that the oil industry requires a great variety of workers.

4. Children understand how monitering earthquake activity leads to a safe environment.

5. Children are aware that coal has provided employment for many people for many years.

6. Children can list how the work of a geologist contributes to the work of others.

7. Children can list the training and education essential for a geologist.

8. Children understand how jewelers use rocks.

9. Children can list how quarrying and mining benefit society.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
10. Invite a speaker on archaeology.		10. Children can list the activities of an archaeologist.

CAREER MOTIVATION GRADE 4 SCIENCE

THE SCIENTIST AT WORK

OBJECTIVES:

1. To develop an awareness of the variety of job offerings in the scientific field.
2. To develop an awareness that special training is needed for jobs related to science.

CONCEPTS:

1. The skills needed for a science related job vary with the type of job chosen.
2. Advances in science change work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Develop a list of scientists including astronomers, biologists, botanists, chemists, geologists, meteorologists, physicists, and zoologists, etc. Have the children discover the type of work done by each. Construct a matching game or chart. Match title to occupation.	
2. Use appropriate people from scientific areas as speakers.	
3. Investigate types of work done by each scientist. Investigate skills and training.	Film: "Using the Scientific Method" Akron Board of Education
4. Study scientific equipment catologues to see the types of equipment available.	
5. Have a demonstration of glass blowing.	
6. Use pantomimicry to portray various jobs.	
7. Make and display posters for various jobs, showing types of work done, equipment used, etc. Have the children guess the titles.	Paper, paint or crayons

THE SCIENTIST AT WORK

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
cientists rs, ts, chem- eteorologists, logists, etc. iscover the y each. Con- me or chart. pation.		1. Children can list scientists and their field.
ple from speakers.		2. Children can list training necessary for scientific occupations.
f work done Investigate	Film: "Using the Scientific Method" Akron Board of Education	3. Children recognize each job classification requires special skills.
uipment he types ble.		4. Children understand scientists need a variety of equipment which must be produced by many people.
n of glass		5. Children are aware that some jobs are highly skilled.
portray		6. Children can identify various jobs by skills and equipment used.
sters for ng types ment used, iren guess	Paper, paint or crayons	7. Children can identify jobs and skills from pictures.

CAREER MOTIVATION GRADE 4 SCIENCE

TIME AND SPACE

OBJECTIVES:

1. To understand that the universe is in a state of constant change.
2. To develop an awareness of work in society.

CONCEPTS:

1. There is a wide variety of jobs because of scientific technology.
2. All jobs are important if they are done well.

GRADE 4 — SOCIAL STUDIES

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Make a time line showing various time telling instruments used by man.	Paper, crayons or paint	1. Chil and
2. Divide the class into groups. Have each group present a weather report for one day, (charts, maps, etc.)	Newspaper	2. Chil fore skil
3. Discuss the jobs available in the aerospace industry. Make a mural.		3. Chil of j spac
4. Investigate requirements and training for an astronaut.		4. Chil trai
5. Visit a weather station to observe activities.		5. Chil nece weat
6. Have a weatherman speak to the class.		6. Chil trai man.

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REFERENCES AND MATERIALS

Paper, crayons or paint

Newspaper

GOAL STATEMENTS

1. Children can list how changes and progress makes work easier.

2. Children understand that weather forecasting is a specialized skill.

3. Children can list the many types of jobs available in the aerospace industry.

4. Children can list the specialized training of an astronaut.

5. Children can list the workers necessary to forecast the weather.

6. Children can list the necessary training and duties of a weatherman.

CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

AKRON STORY

OBJECTIVES:

1. To gain an understanding of how Akron began and how it grew.
2. To gain an understanding of the importance of the rubber industry to Akron.

CONCEPTS:

1. Many individuals and industries have contributed to the growth of Akron.
2. Work is a way of life.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Visit the Goodyear Rubber exhibit.	Goodyear Tire and Rubber Company
2. Take a tour of Akron.	School bus
3. Take a map of Akron and with pins, locate all the places of employment for the parents of your students. Have the children draw small pictures of their parents at work for the border.	Akron map
4. Set aside time for individual news reports about new developments in present Akron industry.	
5. Make a mural of Akron, (show transportation, people, work, etc.)	Paper, crayons or paint
6. Make dicramas of early Akron industry.	Shoe boxes, construction paper, clay, toothpicks, crayons, etc.
7. Construct a chart. Compare the uses of natural resources past and present.	
8. Take pictures of urban renewal projects. Discuss whether or not it will help or hinder the jobs in Akron.	

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REFERENCES AND MATERIALS

Goodyear Tire and Rubber Company

School bus

Akron map

Paper, crayons or paint

Shoe boxes, construction paper, clay, toothpicks, crayons, etc.

GOAL STATEMENTS

1. Children can list the products other than tires made by rubber companies.
2. Children are aware that Akron is made up of many people doing many jobs.
3. Children can list the various occupations of their parents.
4. Children understand that progress is important to help Akron's industries stay competitive.
5. Children understand that as Akron grows, transportation, working conditions, etc. improve.
6. Children can list how industry helped Akron grow.
7. Children can list how natural resources influence the type of industry found in a region.
8. Children understand that urban renewal will both create and destroy jobs in Akron.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
9. Construct an alphabet of companies in the Akron area. A is for Akron B is for Beacon Journal C is for	Construction paper, crayons	9. Chil Akro
10. Use a film.	881 and 882 Akron Board of Education #1292 - "Rebirth of a City"	10. Chil the to k
11. Use Rubber Comic Book.	"Wonder Book of Rubber" - Available free from Rubber Companies	11. Chil rubb Akro
12. Study various rubber samples. Suggest uses.		12. Chil rubb

AKRON STORY (continued)

REFERENCES AND MATERIALS	GOAL STATEMENTS
Construction paper, crayons	9. Children can list various Akron industries and companies.
SS1 and SS2 Akron Board of Education #1292 - "Rebirth of a City"	10. Children realize that it takes the work of the whole community to keep it growing.
"Wonder Book of Rubber" - Available free from Rubber Companies	11. Children recognize that the rubber industry is important to Akron.
	12. Children can list many uses of rubber.

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CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

DESERT REGIONS

OBJECTIVES:

1. To develop an awareness of how man utilizes desert regions.
2. To develop an awareness that the care of animals provides a livelihood for large numbers of people.
3. To develop an awareness of the causes, location and variety of deserts and how they affect the work men do.

CONCEPTS:

1. The ways of life of desert people are changing as they come in contact with people from other regions, or as they take jobs elsewhere.
2. Environment affects the types of occupations available.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Skit - Demonstrate herding, then discuss why we need this occupation.		1. Child is ne
2. Use films - discuss jobs available.	"The Desert" #301 "Desert Community" #1288 "Desert Nomads" #431 "How Desert People Live" #110	2. Child of de
3. Read the story from Living Together Around the World about Jasim and Esmate. Relate their type of occupation to those in our area.	Book - Living Together Around the World. Macmillan Company, 1953	3. Child varie fere

DESERT REGIONS

REFERENCES AND MATERIALS

"The Desert" #301
"Desert Community" #1288
"Desert Nomads" #431
"How Desert People Live" #110

Book - Living Together Around the World. Macmillan Company, 1953

GOAL STATEMENTS

1. Children can state why herding is necessary in the desert.

2. Children can list the problems of desert life.

3. Children can list why people in various environments need different types of jobs to survive.

CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

FARMING REGIONS

OBJECTIVES:

1. To develop an understanding of the types of landforms and climate that lead to successful farming.
2. To learn why raising crops is important work.
3. To learn conservation techniques for the modern farmer.

CONCEPTS:

1. There is a great deal of interdependence between farming regions and other regions.
2. Machinery is important to modern farming.
3. Cities could not exist without farmers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Use film - discuss cattle industry today. Relate jobs. (transportation, slaughter houses, meat packers, etc.)	"American Cowboy" #5139 - Akron Board of Education
2. Interview several types of farmers.	Tape recorder or paper to take notes
3. Make a chart comparing work methods of the farm - old and new.	Paper, colored chalk, paint or crayons
4. Letters - write to Department of Agriculture and see what is being done for farmers.	Paper
5. Research the needs of the community in relation to farming.	
6. Flow Chart - show all the steps and people in the handling of wheat from its seed form to bread on the grocery shelf.	Paper, pencils, chalk, paint or crayons
7. Collect farming pictures.	Old magazines
8. Speaker - from 4-H Club.	Speaker

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FARMING REGIONS

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
attle in- e jobs. ughter , etc.)	"American Cowboy" #5139 - Akron Board of Education	1. Children can list the various jobs involved in processing meat from the cattle ranch to the dinner table.
pes of	Tape recorder or paper to take notes	2. Children can list the different problems of several types of farmers.
ng work - old	Paper, colored chalk, paint or crayons	3. Children can list how scientific changes have helped the farmers.
epartment ee what is rs.	Paper	4. Children understand that new information is constantly available to help farmers.
f the com- o farming.		5. Children understand the inter-dependence between the farms and the cities.
l the steps ndling of form to shelf.	Paper, pencils, chalk, paint or crayons	6. Children can list the multitude of people involved in putting bread on the table.
ures.	Old magazines	7. Children can recognize good and bad farming practices.
lub.	Speaker	8. Children are aware that even young people are taught to be better farmers through service clubs.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
9. Construct a model dam. Include models of houses and factories showing use of power.	Clay, paper, paste, scissors, tape, etc.
10. Construct a graph showing how much of the world's surface is used for farming.	Paper, rule[illegible], pencils
11. Construct a display of farm machinery. (toy or pictures)	Toys, paper, crayons, paste, scissors, etc.
12. Use film.	"Wheat Farmer" #293 - Akron Board of Education
13. Use film.	"The American Farmer" #5106 - Akron Board of Education
14. Use film.	"Truck Farm to Store" #792 - Akron Board of Education
15. Visit a farm.	
16. Invite an agricultural agent to speak to the class.	

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REFERENCES AND MATERIALS

Clay, paper, paste, scissors, tape, etc.

Paper, rule[illegible], pencils

Toys, paper, crayons, paste, scissors, etc.

"Wheat Farmer" #293 - Akron Board of Education

"The American Farmer" #5106 - Akron Board of Education

"Truck Farm to Store" #792 - Akron Board of Education

GOAL STATEMENTS

9. Children can list the many uses of dams.

10. Children are aware that people throughout the world are involved in farming.

11. Children can list the various machines used by a farmer.

12. Children understand that the growing of wheat is not an easy task.

13. Children can state why there could be no cities without farms.

14. Children can explain how truck farms provide fresh food for cities.

15. Children list the many tasks of a farmer.

16. Children can list how developments in agriculture increase farm crop output.

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CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

FISHING REGIONS

OBJECTIVES:

1. To gain an understanding of the importance of fishing as an occupation.
2. To recognize fishing as an occupation of people located near water.
3. To recognize the importance of fishing products.

CONCEPTS:

1. Many industries depend on fishing.
2. People living inland depend on fishing areas for part of their food supply.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. Construct a time line showing inventions from primitive times in the fishing industry.	Paper, crayons, chalk, paint	1. Childre which h profita
2. Construct a model of a lobster trap. Explain how it works and all the jobs of a lobster fisherman.	Tongue depressors or popsickle sticks	2. Childre the lob
3. Make drawings or role play the signals used by fishermen for safety communication.	Paper, crayons, paint	3. Childre communi fisher
4. Use any of these films, lively discussion can then follow.	Films: "Outboard Fishermen USA" #5034 "Salmon Catch to Can" #5050 "Farmer-Fisherman" #1308 "Watermen of Chesapeake" #5120 "Flavor of Maine" #5129 (Akron Board of Education)	4. Childr relate
5. Go on an imaginary fishing trip - write a letter home to let people know what is going on.	Paper	5. Childr aboar
6. Construct a project wall map, color in the fishing regions of the world.	Construction paper, crayons, chalk, paint	6. Child type condi of fi used
7. Construct a chart showing the physical and geographic features needed for a good fishing region.	Paper, crayons, paint	7. Chil neces

	REFERENCES AND MATERIALS	GOAL STATEMENTS
wing astry.	Paper, crayons, chalk, paint	1. Children can list inventions which have made fishing more profitable.
obster rks and r fisher-	Tongue depressors or popsickle sticks	2. Children can list the tasks of the lobster fisherman.
ay the n for	Paper, crayons, paint	3. Children can list the safety communication signals used by fishermen.
lively low.	Films: "Outboard Fishermen USA" #5034 "Salmon Catch to Can" #5050 "Farmer-Fisherman" #1308 "Watermen of Chesapeake" #5120 "Flavor of Maine" #5129 (Akron Board of Education)	4. Children can list the industries related to fishing.
ing trip - let people	Paper	5. Children can list the activities aboard a modern fishing boat.
l map, gions of	Construction paper, crayons, chalk, paint	6. Children are aware that the type of water and temperature conditions determine the kinds of fish caught and the methods used to catch them.
ing the c features ing region.	Paper, crayons, paint	7. Children can list the features necessary for a good fishing area.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8. Construct a model of a fishing boat showing the various work areas.	Construction paper, paint	8. Chil fish his perf
9. Divide the class into committees. Assign each committee a different type of fishing activity to investigate. (Lobster, shrimp, clam, oyster, etc.)		9. Chil and the
10. Use the filmstrip.	Filmstrip: "Harvest From the Sea," "Story of Fishing"	10. Chil supp of A
11. Visit U.S. Coast Guard Cleveland Station or Akron recruiting station.		11. Chil forc nece fish

REFERENCES AND MATERIALS	GOAL STATEMENTS
Construction paper, paint	8. Children are aware that on a fishing boat, each person has his own duties which must be performed for a successful run.
	9. Children can list the advantages and disadvantages involved in the fishing industry.
Filmstrip: "Harvest From the Sea," "Story of Fishing"	10. Children can list how fishing supplies many of the food needs of Americans.
	11. Children understand that enforcement of regulations is necessary to protect water and fishing areas.

CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

FOREST REGIONS

OBJECTIVES:

1. To develop an awareness of the different kinds of forests and their uses.
2. To gain the understanding that environment affects modes of living.
3. To develop an awareness of the many jobs involved in forest and forest related industri
4. To realize the importance of conserving our natural resources.

CONCEPTS:

1. Forest regions can be found all over the world and differ widely from place to place.
2. Advances in science change workers and work habits.
3. Natural resources are important to our economy.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Show the film: "The Forest". Discuss jobs relating to the forest. (Loggers, truck driver, mill operators, paper industry workers, etc.)	Film #449 - Akron Board of Education (28 minutes)	1. Childr nected
2. Visit a lumber company. Observe grading, stocking, transporting, and building.	Lumber company	2. Childr of way handl saw m
3. Speaker - forest ranger. Make a list of questions to ask.	Speaker	3. Childr of a
4. Show the film: "Lumber for Homes". Discovering many jobs involved in constructing a home.	"Lumber for Homes" #5077 - Akron Board of Education (2 minutes)	4. Childr quire
5. Use filmstrips: "How We Get Our Homes". Relate to the children's experiences.	Available School Career Motivation Supplies: "How We Get Our Homes" "Planning the Home" "Building the Foundation" "Building the Shell" "Finishing the Home"	5. Childr requi
6. Compile pictures and create a forest related job bulletin board.	Old magazines and drawing paper	6. Childr skill lated
7. Interview workers connected with this area of work. (Carpenters, construction people, logger, forest ranger, nursery operator, etc.)		7. Childr jobs train

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FOREST REGIONS

REFERENCES AND MATERIALS	GOAL STATEMENTS
Film #449 - Akron Board of Education (28 minutes)	1. Children can list the jobs connected with forests.
Lumber company	2. Children can list the variety of ways lumber is used and handled after it leaves the saw mill.
Speaker	3. Children can list the tasks of a forest ranger.
"Lumber for Homes" #5077 - Akron Board of Education (2 minutes)	4. Children can list the jobs required to build a home.
Available School Career Motivation Supplies: "How We Get Our Homes" "Planning the Home" "Building the Foundation" "Building the Shell" "Finishing the Home"	5. Children can list the steps required in building a home.
Old magazines and drawing paper	6. Children can list the different skills required by forest related jobs.
	7. Children are aware that different jobs require different skills and training.

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	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8.	Film: "Forest Conservation". Discuss conservation as it relates to industry.	"Voice in the Forest" - Akron Board of Education (27 minutes)	8.
9.	Film: "A Tree is Born" [redacted] Tree farm industry.	Film: "A Tree is Born" - Akron Board of Education (29 minutes)	9.
10.	Role playing - have the children portray various types of workers in forest related industries.		10.
11.	Bulletin Board - Discuss jobs, then illustrate each one and write a paragraph describing it. Each child can contribute.	Paper, pencil, crayons	11.
12.	Read the story about Wana and Bogana, in Living Together Around the World. Relate the work done by these people to work done in their areas.	Living Together Around the World, Macmillan Company, 1953	12.

[redacted]

REFERENCES AND MATERIALS	GOAL STATEMENTS
"Voice in the Forest" - Akron Board of Education (27 minutes)	8. Children can list how conservation affects industry.
Film: "A Tree is Born" - Akron Board of Education (29 minutes)	9. Children can list the many ways forests are conserved and planted.
	10. Children can recognize the different roles of various workers.
Paper, pencil, crayons	11. Children can list the different types of work involved in different types of jobs.
Living Together Around the World, Macmillan Company, 1953	12. Children understand that people in other countries need different types of jobs to survive.

CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

MANUFACTURING REGIONS

OBJECTIVES:

1. To recognize the importance of different kinds of manufacturing to community life.
2. To gain an understanding of changes in manufacturing processes.
3. To gain an understanding of the variety of jobs required by manufacturing companies.

CONCEPTS:

1. Without manufacturing, people would have to go back to providing their own articles.
2. Environment affects the types of jobs available.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Construct diagrams showing different types of manufacturing and jobs required.	Paper, crayons, paints
2. Send or write inquiries to manufacturers and construct an informative bulletin board.	Paper, crayons, paint
3. After research, make a mural showing steps in the manufacturing of a simple product.	Paper, crayons, paint
4. Make a time line showing the progress of industry.	Paper, crayons, paint
5. Do research to find the latest industrial safety devices.	
6. Interview a factory worker.	
7. Interview a management person. Contrast the two opinions about manufacturing jobs.	
8. Have children role play workers.	
9. Use a film.	"Car Manufacturing"

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
oving nu- quired.	Paper, crayons, paints	1. Children can list the different types of workers required by different manufacturing companies.
es to struct in board.	Paper, crayons, paint	2. Children recognize that there is a diversity of manufactured items, each requiring unique skills.
a mural manu- product.	Paper, crayons, paint	3. Children are aware that each worker must do his part and do it well if a product is to be successful.
ing the	Paper, crayons, paint	4. Children can list the progress of industry.
he latest ices.		5. Children can list the latest industrial safety devices.
orker.		6. Children are aware that each worker has specific duties.
t person. ions about		7. Children recognize that management and labor represent different opinions.
y workers.		8. Children are aware that different jobs require different abilities.
	"Car Manufacturing"	9. Children can list how assembly lines save work.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
10. Create a puppet play in which the puppets tell about work in a certain factory.		10. Childr of the
11. Have children act out different kinds of work in pantomime.		11. Childr jobs w
12. Follow cotton from the seed through a woven piece of fabric.		12. Childr steps in the fabric
13. Visit a company that manufactures a product.		13. Childr defini necess produc
14. Compare want ad section of newspapers from small towns and large cities for the amount and types of jobs available.		14. Childr are a variet large
15. Use comic book.	"Journey of Discovery with Mark Steel" - available free from American Iron and Steel Institute	15. Childr jobs steel

REFERENCES AND MATERIALS

"Journey of Discovery with Mark Steel" - available free from American Iron and Steel Institute

GOAL STATEMENTS

10. Children recognize the necessity of the work portrayed.

11. Children can recognize various jobs without verbal clues.

12. Children can list the sequential steps from farm to retail store, in the manufacturing of cotton fabric.

13. Children are aware that a definite production system is necessary for manufacturing a product.

14. Children recognize that there are a larger number and a greater variety of jobs available in large cities than in small towns.

15. Children can list some of the jobs available in the iron and steel industry.

CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

POLITICAL REGIONS

OBJECTIVES:

1. To gain an understanding of the similarities and differences of our national and state governments and the jobs available in each area.

2. To help the student understand the purpose of government and become acquainted with citizenship responsibilities.

CONCEPTS:

1. Various jobs are necessary if government is to function well.

2. Occupation influences the worker's total life.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Interview persons in government.	Tape recorder	1. Chil many
2. Discover why we have laws and the way we obey them.		2. Chil help a so
3. Ask a lawyer to speak to the class.		3. Chil made
4. Write a story - "The Job of a President". Use other officials also.	Encyclopedia	4. Chil job
5. Write various job descriptions		5. Chil ment
6. Classify jobs by department and type of government.		6. Chil ment
7. Discover qualifications for various jobs. Conduct mock interviews.		7. Chil cati vari

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REFERENCES AND MATERIALS

Tape recorder

Encyclopedia

GOAL STATEMENTS

1. Children recognize that it takes many jobs to run a government.
2. Children understand that laws help people function better as a society.
3. Children are aware that laws are made to protect people.
4. Children understand that every job involves many responsibilities.
5. Children can list the requirements for specific jobs.
6. Children can classify governmental jobs.
7. Children can list the qualifications and skills needed for various jobs.

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CAREER MOTIVATION GRADE 4 SOCIAL STUDIES

TRADING REGIONS

OBJECTIVES:

1. To gain an understanding of world trade.
2. To gain an understanding that trade is carried on in all parts of the world and that different products are shipped to different ports.

CONCEPTS:

1. The nature of the landscape and limitations of land area affect ways of life.
2. People must cooperate with each other in order that society might function successfully.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Develop a picture file of trade goods, transportation, etc.	Magazines
2. Construct a mural showing different means of transportation used by trading industries.	Paper, crayons, paint
3. Have a group of bright students study navigation instruments - from early to present.	
4. Use film.	"Ocean Ships at Work" - Akron Public Library
5. Speaker on imports and exports.	
6. Use film.	"An Airplane Trip by Jet" #336 Akron Board of Education
7. Visit a truck terminal to observe workers and activities.	
8. Construct a chart or mural of worker and activities observed.	Paper, crayons, paints
9. Construct a model city - (toy cars, trucks, etc.) Let children experiment with ways of moving goods.	Toys loaned by students

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AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
e of trade , etc.	Magazines	1. Children can list how transportation is vital to trade.
wing dif- portation tries.	Paper, crayons, paint	2. Children can state why different items must be transported by different means of transportation.
t students ruments - .		3. Children can show how better equipment means better, quicker service.
	"Ocean Ships at Work" - Akron Public Library	4. Children can list how shipping is a very important way of moving trade goods.
d exports.		5. Children understand that imports and exports greatly affect the American economy.
	"An Airplane Trip by Jet" #336 Akron Board of Education	6. Children can list goods which must be carried by jet.
l to observe s.		7. Children can list the activities of trucking employees.
mural of observed.	Paper, crayons, paints	8. Children are aware that a worker's activities depend on the commodity he is handling.
y - (toy Let children of moving	Toys loaned by students	9. Children recognize the difficulty of moving goods efficiently.

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TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
10. Investigate and construct a chart showing products we would not have if trade were stopped with other cities and nations.	Paper, crayons, paint
11. Investigate how weather workers aid those involved in trading.	

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trading.

REFERENCES AND MATERIALS

Paper, crayons, paint

GOAL STATEMENTS

10. Trading is important to our way of life.

11. Children can list the ways weather workers help the transportation industries.

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